Proposed Synopsis for Ph.D. Pre-registration Seminar

A Study of Cognitive Distortion, Risk Taking Behavior and Youth Problem of Higher Secondary Students of Ranchi Town

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1.0 State of the art:

In the present era, cognitive distortion, risk taking and youth problem plays a vital role in people's life. The students of the school or colleges have more and more cognitive distortions and at the same time there is a difference in their risk taking which is also increasing their youth problem. Moreover we will also see that the impact of ethnicity, gender, and types of stream also have more impact on cognitive distortions, risk taking and youth problem.

1.1 Conceptual framework of the terms used in the study.

1.1.1 Concept of cognitive distortion

Any idea that leads someone to interpret reality erroneously because it is excessive or illogical is called a cognitive distortion. Psychopathological states, including anxiety and depression, are triggered by or persist due to cognitive errors.

The concept of cognitive distortions was first proposed by Aaron Beck, the founder of cognitive behavioural therapy. Beck found the people he treated for depression often made vague references to negative thoughts they did not report during free association.

Though he believed these expressed attitudes and assumptions may have developed from the past experiences of those in therapy, they did not always correspond to reality. Beck recognized these negative cognitions often existed outside of conscious control and described them as "automatic thoughts." Beck believed negative automatic thoughts or thinking patterns were able to combine with negative emotional or physical symptoms and form maladaptive cycles that might eventually produce serious mental health issues.

Beck posited 11 common cognitive distortions in his book Depression: Causes and Treatment. David Burns, a former student of Beck's, elaborated upon his work, popularizing his theories in his own books, Feeling Good: The New Mood Therapy and The Feeling Good Handbook.

Cognitive distortions are often associated with mental health concerns, but anyone, regardless of mental well-being, can be affected by cognitive distortions in some way. Often, one's response to cognitive distortions may be a determining factor in the degree to which one is affected by them.
Emotional dysfunction symptoms and worse subjective well-being are associated with negative schemas, also known as negative outlooks on reality (also known as schemata), in accordance with Aaron Beck's cognitive paradigm. Negative thought patterns specifically

feed into and perpetuate negative feelings and thoughts. These warped perceptions might exacerbate melancholy or anxiety during trying times by casting a generalized bad light on the world. The meaning or interpretation people assign to their experiences has a significant impact on whether they will experience depression and if they will be depressed, according to hopelessness theory and Beck's hypothesis.

Although he was unaware of it at the time, American psychologist Albert Ellis would contribute to cognitive therapy in 1957 by helping to correct cognitive distortions and indirectly assisting David D. Burns in creating The Feeling Good Handbook. Ellis developed the rational beliefs ABC Technique. The acronym ABC represents the following: the triggering event, irrational ideas, and the outcomes resulting from those beliefs. Ellis sought to demonstrate that an individual's ideas and illogical perception of events are what lead to emotional response and consequences, rather than the activating event itself. Using this paradigm, Ellis tried to assist his patients "reframe" or reinterpret the event in a more rational way by using rational emotive behaviour therapy (REBT).

Depression: Causes and Treatment was written in 1972 by cognitive therapy expert, psychiatrist, and psychotherapist Aaron T. Beck.11] The lack of factual support for the efficacy of Freudian psychoanalysis left him unsatisfied with the traditional Freudian therapy of depression. A thorough and scientifically based theoretical model of depression, including possible origins, symptoms, and therapies, was offered in Beck's book. He discussed the "cognitive manifestations" of depression in Chapter 2, "Symptomatology of Depression," which included low self-esteem, unfavourable expectations, self-blame and self-criticism, indecision, and distorted body image.

Researchers have developed various information processing models in an attempt to understand the processing of cognitive information. Kendall (1992) proposed a cognitive taxonomy model with a description of the relevant aspects of cognition involved in the creation of cognitive distortions. Kendall’s taxonomy includes the following features: cognitive content; cognitive process; cognitive products; and cognitive structures. These features form the overall cognitive structure that serves to filter certain cognitive processes. Cognitive distortions reside within the domain of cognitive processes.

1.1.2 Concept of Risk Taking

Risk-taking refers to behaviour known to possibly lead to danger, harm or loss and where decisions are made due to the perceived benefits being greater than the costs. Risk-taking behaviour can occur across many different domains, including social risk-taking such as

disagreeing with a friend or questioning an acquaintance's religious beliefs; financial risk-taking such as engaging in impulsive spending or investing one's life savings in an unfamiliar investment; recreational risk-taking such as skydiving or bungee jumping; health risks such as neglecting to visit a general practitioner regarding ongoing symptoms or sharing used needles during drug administration; ethical risk-taking such as cheating on a spouse or stealing from another person; and general risk-taking tendencies across domains overall. Risk-taking is a multifaceted construct as it is influenced by several different factors such as the decision-making abilities of the individual, the type of situation, and the attention that the individual pays to clues about the different consequences of their decisions. Risk-taking is a type of decision-making that can be adaptive (e.g., taking a risk by investing in a stock option that will yield a large return) or maladaptive (e.g., taking heroin despite the probable legal, health, and social ramifications). When risk-taking is maladaptive, it is at its core a poor decision that is made despite the dangers of the risk outweighing its benefits. Risk-taking is influenced by individuals' abilities to process feedback about previous experience (e.g., considering that previous drug use resulted in hospitalization and so not using drugs again) and consider information about situational outcomes when making decisions.

Risk taking is any consciously or non-consciously behaviour with a perceived uncertainty about its outcome, and/or about its possible benefits or costs for the physical, economic or psycho-social well-being of oneself or others. The concept of risk has been a concern of human beings from the earliest days of recorded history and most likely even before that. The concept of risk described so far largely refers to insuring oneself against possible loss, and the most accurate calculation of the costs and benefits involved. Different situations and perspectives seem to lead to different definitions of risk taking. Furthermore, different personal values of researchers seem to influence the definition of risk taking they employ. Apart from differences in statistical calculations of risk, the underlying concepts of risk used by risk-researchers are also different, situation dependent, and have different shortcomings. In addition, uncertainty in risk taking behaviour is not only in the probability of an outcome occurrence (which means that "it may happen"), but also in the perceived probability of its outcome value (which means that "it may be useless").

Risk-taking is a part of life and not all risks are bad. If we took no risks at all, we would all sit in our houses and live in fear. Driving, riding in a plane, and even walking alone outside come with risk. Larger endeavours like starting a new business, ending a bad relationship, or

moving to a new town are all normal types of risk-taking. We must take some risk to live a fulfilling life, or we risk missing out on everything good.

However, some individuals engage in unnecessary risks that put themselves and others in danger. Read ahead for some more insight into this type of behaviour and learn what the risks are in being an excessive risk-taker.

Adrenaline, Dopamine, and Your Brain

In our modern society, adrenaline rushes are available wherever we go. Vacation hot spots are full of exciting ventures such as parasailing or rock climbing. We shouldn't shy away from all of these endeavours; as a little adrenaline is good for us. It gets us out of our comfort zone, allows us to try something new, and leads to great pictures and memories.

Regular risk-taking, however, creates real changes in the brain. When we do something thrilling, adrenaline is released. This leads to a surge of dopamine, which is what addicts and alcoholics also crave. Dopamine is correlated to feelings of pleasure and may be released after a promotion, a first kiss, or a fun night out with friends. Occasional surges of dopamine are good things because they make us feel happy. However, our brains can become addicted to an unhealthy surge of dopamine. Adrenaline junkies crave this surge and therefore engage in new risk-taking behaviour. This not only includes exciting outdoor activities, but shoplifting, drug use, fast driving, or reckless sexual behaviour.

Those who struggle with anxiety and depression are more likely to engage in excessive risk-taking. These individuals cannot achieve normal levels of dopamine in a healthy way, so they seek more extreme means to find them. Some patients with impulsive behaviours claim that they engage in risk-taking because they could not experience pleasure through any other activity. They felt "dead" or "numb" inside. Normal things that are supposed to bring joy do not.

Some extreme risk-takers have Impulse Control Disorder. These individuals feel a sense of both anxiety and arousal before they engage in risky behaviour. This combination is intoxicating and requires more risk-taking. Learning to overcome this type of emotional disorder requires help from a therapist.

1.1.3 Concept of Youth Problem

Youth in 2022 will confront many problems daily. Being a teenager in 2022 isn't as simple as it might seem, what with being in a nearly two-year epidemic, juggling obligations for activities, upholding good relationships, and dealing with temptations.

Today's young generation confronts some difficulties, with a lack of employment options coming in the first place.

i. **Unemployment:**

The health and education non-profit Central YMCA created the list, which interviewed 1,600 teenagers between the ages of 16 and 25.

The organization asked them to evaluate the difficulties they currently encounter, and the majority of those polled felt that their inability to find a fulfilling role in society—whether it be through the traditional educational system or a job—was their most considerable difficulty.

ii. **Education:**

Education is a top priority, a fundamental human right, and a contemporary necessity.

There have been ongoing attempts to change education at all levels worldwide, yet different groups of young people have unequal access to quality education.

The World Inequality Database on Education still estimates that more than 25% of kids worldwide have never attended primary school. Not to mention the chance to enrol in additional classes or receive the essay help every student needs at some point throughout their time in school.

iii. **Body Image:**

Poor body image is usually related to girls but can also affect boys. They can feel that they aren't tall enough, don't have enough abs or muscles, or both. According to one study, overweight girls are more susceptible than underweight boys to experiencing depression.

iv. **Family problems:**

Every family is unique, and the highs and lows of family life significantly impact kids and young adults. Children's feelings of love and support from their parents and other family members will give them the courage to mature and advance. However, many families experience trying periods, and some kids and teenagers may find it difficult to get along with their parents or siblings.

v. **Social Media:**

The media directly influence youth. It has certain advantages, including the fact that we can learn anything about our studies from it. Additionally, we can use it to communicate with someone far away from us. But nowadays, the majority of individuals abuse it. And it has a lot of harmful effects on young people. Media overuse can have a detrimental impact on health.

vi. **Crime/Drug/Alcohol Abuse:**

In the past, when smoking was fashionable, it was typical for every actor or actress to hold a cigarette while on screen. Approximately 21% of high school students today admit to using drugs, and 41% say they drink alcohol. Illegal drug use regularly. 25 % of young people are impacted. Drugs come in two varieties. Drug addiction in youth has pharmacological and leisure causes, including curiosity, depression, low self-esteem, rejection, and violence.

Problem gambling among youth is a growing public health concern. While gambling activities are predominantly viewed as an innocuous adult pastime, more underage youth, exposed to the widespread availability of regulated and unregulated forms of gambling, are succumbing to the temptation and pressures to engage in these activities.

Review of literature:

1. **Studies related to Cognitive Distortions**

Novara, Casari, Compostella, Dorz (2000) Subjective coping styles mediate people's responses to traumatic circumstances. For HIV+ patients, especially in the early stages of the illness, this is very crucial. The purpose of this study was to determine if the initial stages of the processing of neutral, affective, and HIV-related information are influenced differently by a "acceptance" coping approach than by a "mental disengagement" style. Based on their coping methods, acceptance, or mental disengagement as determined by Coping Orientations to the Problems Experienced (COPE), two groups of eleven HIV+ asymptomatic patients were selected. Twenty-two patients finished an incidental memory recognition test with neutral, emotional, and HIV-related stimuli as well as the Emotional Stroop test. HIV+ individuals had higher response times (RTs) on the Emotional Stroop Task, according to analysis of RTs.

Jose, & Cote (2005) In order to help the patient control their emotional reaction to severe physical symptoms, a nursing intervention was created with the goal of fostering, preserving,

and strengthening their cognitive coping skills. This article explains the intervention and talks about its use. It was tested in a randomized study that was published elsewhere. Research indicates that the onset of physical symptoms associated with the human immunodeficiency virus (HIV) is likely to be accompanied by an increase in psychological discomfort and depressive symptoms. Working with HIV-positive patients gives nurses the chance to significantly impact their patients' health experiences. MEDICAL APPLICATION: The intervention was used with HIV patients who were hospitalized and experiencing acute stress because their HIV-related symptoms had gotten worse. Three days in a row, the intervention was given in 20–30 minute sessions.

Wodein, Leigh & Larsen (2005). Lentivirus-infected nonhuman primates provide a way to study the consequences of lentivirus infection while accounting for confounding variables present in human populations. These animals show behavioural and neurological dysfunction comparable to that of HIV-infected humans. This study looked at the motor and cognitive development of young macaques with vertical HIV-2287 infection. The subjects included twelve children whose mothers had been infected with HIV-2287 during the third trimester of pregnancy, eight controls born to uninfected dams, and twenty baby pigtail macaques (Macaca nemestrina). Maternal amniotic catheters, or catheters that bridge the fatal and maternal carotid arteries and jugular veins, were implanted during eight of these pregnancies. Catheterization was found to have little to no effect on behavioural development.

Alam (2017) "Impact and Factors of Academic Anxiety: A Review," was to understand the causes and effects of academic anxiety on pupils. Based on the findings, students experience acute anxiety due to five factors: personal, familial, institutional, societal, and political. Disorders can occasionally cause cognitive distortions, dysfunctional schema, psychosomatic complaints, headaches, stomach aches, fainting, and other symptoms. Severe anxiety disorders can also cause these symptoms. The study also shows that academic anxiety negatively correlates with students' academic achievement and that anxiety generally impairs students' academic performance. Teachers and students can become more aware through holding symposiums, workshops, conferences, seminars, and other events. Instructors and guardians

Usen, Ench & Udom (2016) investigated the relationship between cognitive distortion and academic performance in south-south Nigerian schools by conducting a study titled "Cognitive Distortion as Predictor of in-school Adolescents Depressive Symptoms and Academic Performance in South-South Nigeria." The study used a correlation design with a

sample of teenagers enrolled in school who had cognitive distortion. They came to the conclusion that the study's backdrop briefly discussed cognitive theorists like Albert Ellis and Aaron Beck, who demonstrated how negative ideas, or cognitive distortion, might cause depressive symptoms. Although this is accurate, the current study's investigation revealed that the degree is not very high. However, the correlation between cognitive distortion and academic achievement is stronger for.

2. **Studies related to Risk Taking Behaviour**

Ghanizadeh, (2007) published a paper with title "Gender difference of school anger dimensions and its prediction for suicidal behaviour in adolescents." The aim was "To examine differences of School anger components and its prediction between male and female for suicidal behaviour" for the subject, researcher collect 1418 students of age group 15 to 18 by random method of sampling; the self-reported multi- dimension School Anger Inventory was used. For statistical analysis correlation and multi logistic were used. The observation was the higher aggressiveness score was found to be in favour of higher experience of level schools and boys above girls.

Klonsky & May, (2016) research done with the title "Suicide, Suicide Attempts and Suicidal Ideation" The main purpose of the study "To Identify Suicide, Suicide attempts and Suicidal Ideation" Suicidal Ideation scale was used which developed by Beck et al. 1997. Co-relation, for result analysis, was used to predict Suicide attempt. The result Surfaced that "in Young women of 15 to 29 years old, Suicide is the 2nd major reason of death whereas in the younger women of 15 to 19 years age It's a leading cause. The rate of life time suicidal ideation, Suicide plan and Suicide attempt were higher in adolescents than adult as well as it is also higher in female than male gender.

Arun & Chavan, (2009) published a research work with title "Stress and suicidal ideas in adolescent students in Chandigarh India "with keeping a target "To find out correlation between Suicidal ideas, stress, Psychological health among school students". Socio-Demographic scale, Suicide Risk eleven a visual Analogue scale f given 7th to 12th standard students who live in Chandigarh city (urban area).chi-Square and Spearman correlation tools were used for statistical analysis. The study showed that students who had academic problems and no support at home understood their lives as a burden, and they had higher rates of suicidal ideation.

3. **Studies related to Youth Problem**

Sangeeta, Sharma & Kumar. (November 2013) discovered that while girls' mean scores on "Family Problems" and "Social Problems" were much higher, there was a significant difference between the two categories. Additionally, adolescent girls were shown to have much greater levels of "Personal Problems" and "Social Problems."

Singh, Katoch and Thakur (2014) made an attempt to study the mental health of high school students of Kullu district, India. For this purpose, sample of 160 students of high school from the government schools of Kullu district was taken through simple random sampling technique. To collect the data, investigators used Mental Health Scale developed and standardized by Anand (1990), to know the mental health of the students. To find out the significance of difference between the various groups - test was applied. Results indicated that gender-wise and locality-wise' students of high school did not differ significantly regarding their mental health.

Sarita et al., (2015) compared the Mental Health of Government and Private Senior Secondary School Students. This was an empirical research with a sample of 100 senior secondary school students selected randomly from Rohtak city of Haryana, India. The study was conducted through descriptive survey method. Mental health inventory developed by Dr. Arun Kumar Singh and Alpana Sen Gupta (1987) was used for the collection of data. 't' test was applied to find out the significance of difference between means. The result showed that there was significant difference in mental health of boys of government and private senior secondary schools.

2.0 Problem to be investigated

Problem to be investigated

The proposed study aims to explore the level of Cognitive Distortion, Risk Taking Behaviour and Youth Problem of Higher Secondary Students of Ranchi Town in respect of gender (Male and Female), Ethnicity (Tribal and Non- Tribal), and Stream (Science and Arts).

3.0 Objective of the investigation and motivation:

3.1 Objectives of the proposed research are as follows:

The following objectives are prepared for the present study: -

1) To examine the levels of Cognitive Distortion, Risk Taking Behavior and Youth Problem among different sub-groups of higher secondary students.
2) To examine the impact of Gender (Male and Female), Ethnicity (Tribal and Non-tribal) and Stream (Science and Arts) on Cognitive Distortion, Risk Taking Behavior and Youth Problem
3) To examine the inter-relationship between Cognitive Distortion, Risk Taking Behavior and Youth Problem among Higher Secondary Students in relation to Gender, Ethnicity and Stream.

3.2 Motivation of the research:

Cognitive Distortion is a unique stage of Human life. It is a phase when students have different type of thinking patterns like arbitrary thinking, minimization, jumping to conclusion etc. During this phase students experience rapid cognitive, and psychosocial growth and this affects how students feel, think, and make decisions to interact with world around them. At the same time, Higher Secondary students feeling different type of Cognitive Distortion, Risk Taking Behaviour and Youth Problems puts the greater impact on their personality development as well as their overall development of their personality and their academic area because distortion of mind, problem of youth like suicide, addiction etc and risk taking behaviour is the main figure of every student and also a problem to face battles of life.

4.0 Research Hypothesis

The following objectives are prepared for the present study: -

1) The levels of Cognitive Distortion, Risk Taking Behavior and Youth Problem will vary among different sub groups of Higher Secondary Students.
2) There will be significant impact of gender (Male and Female), ethnicity (Tribal and Non-tribal) and stream (Science and Arts) on Cognitive Distortion, Risk Taking Behavior and Youth Problem among Higher Secondary Students.
3) Cognitive Distortion, Risk Taking Behavior and Youth Problem will be correlated with each other.
    - Cognitive distortion and risk taking behavior will be negatively related to each other's.

- Cognitive distortion and risk taking behavior will be positively related to each other's.
- Risk taking behavior and youth problem will be negatively related with each other's.

5. Research Design and Methodology

The Sample

The total sample for the study will be 320 Higher Secondary Students from different selected schools of Ranchi town, Jharkhand. The selection of sample will be based on purposive sampling technique. It will be based on gender (Male and Female) ethnicity (Tribal and Non-tribal) and stream (Science and Arts)

There will be 8 sample sub-groups based on 2x2x2 factorial design and each group will consist of 40 cases.

The factors of stratification are

Gender = 2 (Male and Female)

Ethnicity = Tribal (Sarna) and Non-Tribal (Hindu)

Stream (Science and Arts)

Table-1. Sample Design

Gender / Ethnicity		Male		Female	
		Tribal	**Non-tribal**	**Tribal**	**Non-tribal**
Stream	**Science**	40	40	40	40
	Arts	40	40	40	40
		80	80	80	80
Subtotal		160		160	
Total		320			

Dependent Variables

1. Cognitive Distortion
2. Risk Taking Behaviour
3. Youth Problem

Independent Variable

1. **1**. Gender
2. Ethnicity
3. Stream

Controlled Variables

1. Higher Secondary Students.
2. Schools and Colleges of Ranchi Town only.
3. Government and Private schools

Selection Criteria:

Inclusion Criteria

- Students from both Genders (Male and Female).
- Students from all Castes and Religion(Tribal and Non-tribal)
- Students belonging to Age group between 16-20 years
- Students belonging from Class 11 to 12 standard.

Exclusion Criteria

- College Student are not included
- Commerce Stream Students are not included
- Students below 16 age and above 20 age are not included

6.0 Sources of data and tools to be used in collection of Data

6.1 Sources of Data

Data required for the present study will be collected from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source information from Primary source will be collected from different Government and Private higher

Secondary students of Ranchi town. Students involving Grade 11 to 12, compassing male and female from all castes and religion., will be selected for the study, information from Secondary source will be collected from Books, Articles, Reports which will provide a variety of information regarding Cognitive Distortion, Risk Taking and Youth Problem and its consequences on their Government and Private higher secondary students.

6.2 Tools to be used in Collection of Data

- Personal Data Questionnaire
- Cognitive Distortion Scale
- Risk Taking Questionnaire
- Youth Problem Inventory

Personal Data Questionnaire (PDQ)

Personal Data Questionnaire PDQ will be prepared by the Research Scholar. It will be used to obtain information about respondents' name, class, age, gender, annual income, religion, name and location of college and school and education of the parents etc.

Cognitive Distortion Scale:

This was developed **Sisodia and Sharma (2005)** faculty of education M.L.S University. Total item is 25, Each item has five statements. The response scored with the help of manual. It is a 5 point likert scale type scale consisting of 25items. Each item has 5responses: Strongly agree(5), Agree(4), Uncertain(3), Disagree(2) and Strongly Disagree(1).Norms for the scale are available on a sample belonging to all age groups. The responses alternative to positive item has scored from 5 to 1 and to negative items are 1 to 5. The reliability and validity of this test is 0.65 and 0.71 respectively. Age range, 16 to 25. The range of the scale is 25-125 which consists of 25-40 Very Low Cognitive Distortion, 41-60 Low Cognitive Distortion,61-90 Moderate Cognitive Distortion,91-110 High Cognitive Distortion, and 111-125 Very High Cognitive Distortion.

Risk Taking Questionnaire:

Risk taking questionnaire has been developed by **Sinha and Arora (2005)**. It is a five point Likert type scale consisting of 40items. Each item has 5responses alternatives: Very more (5), More (4), Normal (3), Less (2), Very less (1). Norms for the scale are available on a sample belonging to 14 to 50 years old. The responses alternatives to positive items scored from 5 to

1 and to negative items are 1-5. The reliability and validity of the questionnaire is .785 and respectively. Age range above 15. The range of the scale is 150 & above is High Risk Taker; 80-149 is Moderate Risk Taker and 79&below is Non Risk Taker.

Youth Problem Inventory:

Youth Problem Inventory (YPI) was developed by **Verma, and Kanpur (2005)** It consists of 90 items and it measures that response under category True(2), Partially True(1), and Untrue(False)(0). Norms for the scale are available on a sample belonging to 16 to 20 years old. The reliability of the test is 0.76-0.36. The validity was tested and the test was found to be valid test.

7.0 Analysis of data:

The following statistical technique will be used to analyse the data and evaluate the hypothesis:

1) **Percentage values** will be calculated to identify the levels of Cognitive Distortion, Risk Taking Behavior and Youth Problem of different sub groups of higher secondary students.

2) **ANOVA** will be calculated to determine the main and interaction effects gender, ethnicity and stream on cognitive distortion, risk taking behavior and youth problem among higher secondary students.

3) **'t'-test** will be calculated to find-out the impact of gender, ethnicity and stream on cognitive distortion, risk taking behavior and youth problem among higher secondary students.

4) C**o-efficient of Correlation** of cognitive distortion, risk taking behavior and youth problem will be calculated higher secondary students.

5) **Graphical representation** of results will be drawn.

8.0 Significance of the study:

Cognitive Distortion are often deeply ingrained and can significantly impact a student's mental well-being. Addressing cognitive distortions involves recognizing and challenging these distorted thoughts through strategies such as therapy, mindfulness, exercise and

journaling and social support. It puts negative impact in all domains of their personality development (physical. Psychological, emotional, social) as well as their academic performance. There is strong need to consider to this serious issue and to provide help and services to these students who don't get enough time to spend with their family members. This research is also relevant in studying the coping patterns of these students where they learn to survive appropriately into this situation and develop their personality in a positive and healthy way. The result of this study will definitely help in understanding the situation of these students and help them survive appropriately.

9.0 Its relevance to the present day problem and need to society:

In light of the above facts, the present study becomes relevant to present day problem and needs of the society. Due to fast changing society and socio-economic scenario of the modern era where many people suffering from cognitive distortion, risk taking and youth problem. They face many difficulties in interacting appropriately and share their problems and feelings with their family members. As a result, they get involved in maladaptive behaviours like smoking, drinking and delinquency, company of wrong peer group which may further leads them to commit serious crime and hence it is important to throw a light upon serious issue and provide help and services to these students by their family members, schools, counsellor, societies that help to minimize their pain. There is an insufficient research work on Cognitive distortion, risk taking behaviour and youth problem use. It's associated with ethnicity, gender and types of stream. The finding of the present research will helpful in understanding the impact of ethnicity, gender, and types of stream on Cognitive distortion, risk taking behaviour and youth problem. By considering the above facts, the present study becomes relevance to the present problem and needs of the society.

10.0 Contribution to the exiting knowledge.

There are various factors contributing to life of adolescents. Cognitive Distortion is analysed with reference to impulsivity in the present study to know the role of Cognitive Distortion on impulsivity among youth. While this sense of separation is necessary step in the establishment of personal values, the transition of self-sufficiency forces an array of adjustments upon many risk takers and youth problems to government and private higher secondary students of cognitive distortion, risk taking, and youth problem. They require the

right direction, guidance and motivation to build a healthy mind. The study would encourage/educate the Government and Private students. It can also help the counsellor to encourage or educate the students about cognitive distortion, youth problem and risk taking. Several studies are available on the Cognitive Distortion, Risk Taking and Youth Problem. But there is very few study reported the impact of gender, ethnicity and stream on Cognitive Distortion, risk taking and youth problem. Therefore, a humble attempt to made to study the among Government and Private Higher Secondary Students of Ranchi Town.

11.0 Future work:

There is an absence of noteworthy empirical research on Student's Self-concept, Ego-strength and Level of Aspiration, especially in Ranchi. The present research will be an empirical one and set ways for future study. Our research with Government and Private Higher Secondary Students who are affected by their cognitive distortions and the finding of the present study will create curiosity and awareness among other researchers of psychology interested in studying social behaviour patterns. This will generate their insight into this field of research and formulate several related hypothesis. In addition, a longitudinal study can also be conducted by future researchers to observe the changes of cognitive distortion, risk taking and youth problem among government and private higher secondary students over time.

12.0 Tentative Chapters

Chapter-1: Introduction

Chapter-2: Review of Literature

Chapter-3: Methodology

Chapter-4; Analysis of Data

Chapter-5: Summary and Conclusion

References
Appendices

Note-It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.

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